



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2008  
Code: 12691815  
SAU: Education in Unorganized Terr  
School: Edmunds Consolidated School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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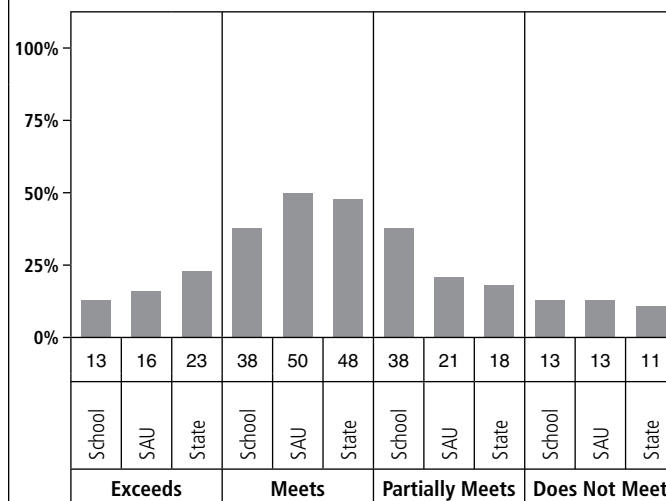
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 8  
SAU: Education in Unorganized Terr  
School: Edmunds Consolidated School

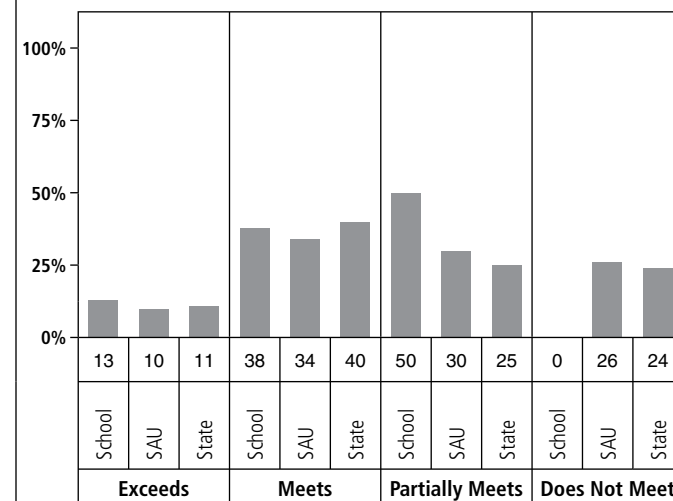
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	844	844	845
2006–2007	851	848	847
<b>2007–2008</b>	<b>844</b>	<b>847</b>	<b>849</b>
Cum. Avg. *	846	847	847
<b>Mathematics</b>			
2005–2006	842	838	840
2006–2007	842	841	842
<b>2007–2008</b>	<b>844</b>	<b>840</b>	<b>841</b>
Cum. Avg. *	843	840	841
<b>Science &amp; Technology</b>			
2005–2006	849	845	846
2006–2007	844	848	847
<b>2007–2008</b>	<b>848</b>	<b>847</b>	<b>847</b>
Cum. Avg. *	848	847	847

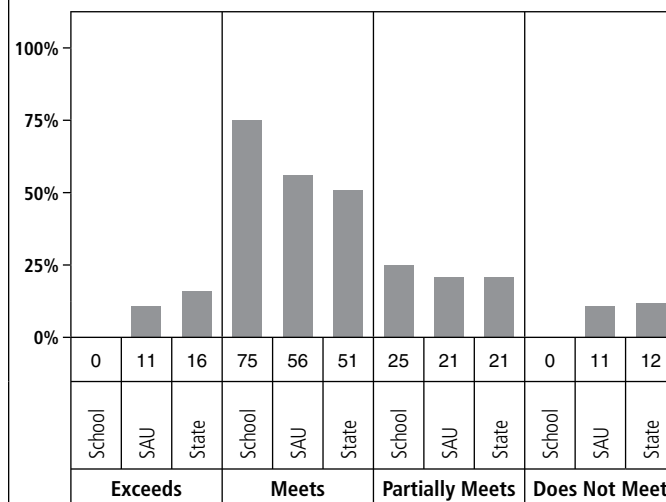
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 8  
 SAU: Education in Unorganized Terr  
 School: Edmunds Consolidated School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	8	100	84	100	15274	100	8	100	83	99	15102	99	8	100	83	99	15097	99	8	100	83	99	15080	99						
Ethnicity African American/Black	0	0	1	1	368	2	0	0	1	100	356	97	0	0	1	100	360	98	0	0	1	100	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	1	13	0	0	139	1	1	100	0	0	136	98	1	100	0	0	136	98	1	100	0	0	136	98						
Caucasian/White	7	88	83	99	14461	95	7	100	82	99	14312	99	7	100	82	99	14302	99	7	100	82	99	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	1	13	18	21	2508	16	1	100	17	94	2446	98	1	100	17	94	2441	98	1	100	17	94	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	3	38	44	52	5420	35	3	100	43	98	5329	99	3	100	43	98	5324	99	3	100	43	98	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	8	100	62	74	12703	83	8	100	62	74	12694	83	8	100	62	74	12710	83						
Identified disability (PET/IEP)	1	13	3	5	437	3	1	13	3	5	421	3	1	13	3	5	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	0	0	3	5	229	2	0	0	3	5	231	2	0	0	3	5	230	2						
Participation with accommodations	0	0	18	21	2221	15	0	0	18	21	2227	15	0	0	18	21	2197	14						
Identified disability (PET/IEP)	0	0	11	61	1832	82	0	0	11	61	1844	83	0	0	11	61	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	1	6	68	3	0	0	1	6	66	3	0	0	1	6	66	3						
Other	0	0	6	33	213	10	0	0	6	33	202	9	0	0	6	33	204	9						
Participation through alternate assessment (PAAP)	0	0	3	4	177	1	0	0	3	4	176	1	0	0	3	4	173	1						
Identified disability (PET/IEP)	0	0	3	100	177	100	0	0	3	100	176	100	0	0	3	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	1	1	140	1	0	0	1	1	143	1	0	0	1	1	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Education in Unorganized Terr  
School: Edmunds Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	2	22	11	17	2695	17
	2006-2007	0	0	12	14	2407	16
	<b>2007-2008</b>	<b>1</b>	<b>13</b>	<b>13</b>	<b>16</b>	<b>3428</b>	<b>23</b>
	Cum. Total*	3	14	36	16	8530	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	3	33	26	41	6830	42
	2006-2007	4	80	46	54	7494	49
	<b>2007-2008</b>	<b>3</b>	<b>38</b>	<b>40</b>	<b>50</b>	<b>7179</b>	<b>48</b>
	Cum. Total*	10	45	112	49	21503	46
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	1	11	12	19	3741	23
	2006-2007	1	20	20	24	3628	24
	<b>2007-2008</b>	<b>3</b>	<b>38</b>	<b>17</b>	<b>21</b>	<b>2706</b>	<b>18</b>
	Cum. Total*	5	23	49	21	10075	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	3	33	15	23	3003	18
	2006-2007	0	0	7	8	1810	12
	<b>2007-2008</b>	<b>1</b>	<b>13</b>	<b>10</b>	<b>13</b>	<b>1611</b>	<b>11</b>
	Cum. Total*	4	18	32	14	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	33.5	59.8	35.3	63.0	36.9	65.9
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.5	58.9	17.5	62.5	18.3	65.4
<b>Informational Text</b>	<b>28</b>	<b>50</b>	17.0	60.7	17.8	63.6	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Education in Unorganized Terr  
 School: Edmunds Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	8	1	13	3	38	3	38	1	13	844	80	16	50	21	13	847	14924	23	48	18	11	849
<b>Ethnicity</b>																						
African American/Black	0										1						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	1										0						131	18	38	27	17	846
Caucasian/White	7	1	14	3	43	2	29	1	14	844	79	16	51	20	13	847	14149	23	49	18	10	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										14	0	29	50	21	833	2269	3	24	32	42	833
No	7	1	14	3	43	2	29	1	14	844	66	20	55	15	11	850	12655	27	52	16	5	852
<b>Current LEP</b>																						
Yes	0										0						308	8	30	27	34	837
No	8	1	13	3	38	3	38	1	13	844	80	16	50	21	13	847	14616	23	48	18	10	850
<b>Economically disadvantaged</b>																						
Yes	3										40	15	50	20	15	845	5222	12	44	25	19	843
No	5	0	0	3	60	2	40	0	0	844	40	18	50	23	10	849	9702	29	50	14	7	853
<b>Migrant</b>																						
Yes	0										0						7	0	86	0	14	850
No	8	1	13	3	38	3	38	1	13	844	80	16	50	21	13	847	14917	23	48	18	11	849
<b>Gender</b>																						
Female	3										44	25	59	14	2	853	7198	30	48	15	7	853
Male	5	0	0	2	40	2	40	1	20	838	36	6	39	31	25	839	7726	17	49	21	14	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										13	8	69	15	8	847	807	9	41	32	18	842
No	8	1	13	3	38	3	38	1	13	844	67	18	46	22	13	847	14117	24	49	17	10	850
<b>Gifted/talented program</b>																						
Yes	0										2						592	71	28	1	0	867
No	8	1	13	3	38	3	38	1	13	844	78	17	49	22	13	847	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: Education in Unorganized Terr  
School: Edmunds Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	25	1	50	0	0	1	50	0	0	851	14	20	30	30	20	841	9	10	39	24	26	841
B. less than one hour	75	0	0	3	50	2	33	1	17	841	47	6	54	20	20	843	46	20	50	20	11	849
C. one to two hours	0										34	28	48	20	4	852	41	28	49	15	7	852
D. more than two hours	0										5	0	75	25	0	847	5	28	44	15	12	850
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	38	0	0	0	0	2	67	1	33	835	28	19	57	14	10	849	33	31	48	14	7	853
B. They match some of what I have learned.	50	0	0	3	75	1	25	0	0	846	57	14	50	24	12	846	53	21	51	19	9	849
C. They match just a little of what I have learned.	0										12	0	44	22	33	839	11	14	41	25	20	844
D. There is no match.	13	1	100	0	0	0	0	0	0	862	3	50	0	50	0	850	3	6	34	26	35	836
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	38	1	33	1	33	1	33	0	0	852	27	35	45	15	5	856	31	42	44	8	6	857
B. good	63	0	0	2	40	2	40	1	20	838	58	9	58	23	9	845	49	19	54	19	9	849
C. fair	0										15	0	27	27	45	831	18	5	42	31	22	840
D. poor	0										0						2	4	29	32	34	835
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	0										14	20	30	30	20	841	15	16	44	22	18	845
B. about the same as my regular schoolwork	100	1	13	3	38	3	38	1	13	844	66	6	57	23	13	844	65	23	49	18	9	850
C. easier than my regular schoolwork	0										20	43	29	14	14	854	19	30	49	14	8	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	0										8	17	17	17	50	833	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	50	0	0	2	50	1	25	1	25	840	53	10	64	15	10	846	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	50	1	25	1	25	2	50	0	0	847	38	21	36	32	11	848	38	36	48	11	5	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	0										37	7	48	30	15	843	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	88	0	0	3	43	3	43	1	14	841	53	21	51	18	10	849	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	13	1	100	0	0	0	0	0	0	862	10	14	57	14	14	845	6	9	43	24	23	842
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	25	1	50	0	0	1	50	0	0	851	18	23	54	23	0	852	18	31	47	13	9	852
B. 20 minutes to an hour	13	0	0	1	100	0	0	0	0	854	34	28	56	12	4	855	41	28	49	15	7	852
C. less than 20 minutes	38	0	0	2	67	0	0	1	33	839	19	7	50	7	36	838	13	20	49	18	12	848
D. I rarely read at home.	25	0	0	0	0	2	100	0	0	838	30	0	41	41	18	837	28	12	47	26	16	844
<b>How do you feel about the following statement?</b> <i>"My knowledge of reading will be useful to me as an adult."</i>																						
A. strongly agree	25	1	50	1	50	0	0	0	0	858	39	21	59	14	7	852	43	31	48	14	7	853
B. agree	63	0	0	2	40	2	40	1	20	838	51	13	47	24	16	844	48	18	50	20	12	848
C. disagree	13	0	0	0	0	1	100	0	0	840	7	0	20	60	20	832	6	11	43	24	21	843
D. strongly disagree	0										3	0	50	0	50	835	2	6	36	32	26	839
<b>Optional school/SAU question</b>																						
A.	0										7	0	0	100	0	838						
B.	0										0											
C.	0										64	11	56	11	22	846						
D.	0										29	25	50	0	25	847						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Education in Unorganized Terr  
School: Edmunds Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	2	22	4	6	1714	11
	2006-2007	0	0	6	7	1952	13
	<b>2007-2008</b>	<b>1</b>	<b>13</b>	<b>8</b>	<b>10</b>	<b>1657</b>	<b>11</b>
	Cum. Total*	3	14	18	8	5323	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	3	33	26	40	5533	34
	2006-2007	2	40	34	40	5870	38
	<b>2007-2008</b>	<b>3</b>	<b>38</b>	<b>27</b>	<b>34</b>	<b>5956</b>	<b>40</b>
	Cum. Total*	8	36	87	38	17359	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	3	33	20	31	4764	29
	2006-2007	3	60	29	34	3982	26
	<b>2007-2008</b>	<b>4</b>	<b>50</b>	<b>24</b>	<b>30</b>	<b>3729</b>	<b>25</b>
	Cum. Total*	10	45	73	32	12475	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	1	11	15	23	4251	26
	2006-2007	0	0	16	19	3534	23
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>26</b>	<b>3579</b>	<b>24</b>
	Cum. Total*	1	5	52	23	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.6	53.8	8.0	50.0	8.4	52.5
Cluster 2: Shape and Size	14	25	5.5	39.3	5.3	37.9	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.4	55.0	4.4	55.0	4.6	57.5
Cluster 4: Patterns	18	32	9.9	55.0	8.8	48.9	8.9	49.4

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Education in Unorganized Terr  
 School: Edmunds Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	8	1	13	3	38	4	50	0	0	844	80	10	34	30	26	840	14921	11	40	25	24	841
<b>Ethnicity</b>																						
African American/Black	0										1						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	1										0						131	7	34	26	33	836
Caucasian/White	7	1	14	3	43	3	43	0	0	845	79	10	34	30	25	840	14140	11	41	25	23	841
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										14	7	14	29	50	832	2265	1	14	22	62	824
No	7	1	14	3	43	3	43	0	0	845	66	11	38	30	21	841	12656	13	45	26	17	844
<b>Current LEP</b>																						
Yes	0										0						315	5	24	20	51	828
No	8	1	13	3	38	4	50	0	0	844	80	10	34	30	26	840	14606	11	40	25	23	841
<b>Economically disadvantaged</b>																						
Yes	3										40	5	30	33	33	836	5217	5	30	29	37	834
No	5	1	20	2	40	2	40	0	0	847	40	15	38	28	20	843	9704	15	45	23	17	845
<b>Migrant</b>																						
Yes	0										0						7	0	43	43	14	838
No	8	1	13	3	38	4	50	0	0	844	80	10	34	30	26	840	14914	11	40	25	24	841
<b>Gender</b>																						
Female	3										44	11	36	34	18	842	7199	11	40	26	23	841
Male	5	0	0	1	20	4	80	0	0	839	36	8	31	25	36	836	7722	11	40	24	25	841
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										13	0	46	15	38	837	806	3	20	30	47	831
No	8	1	13	3	38	4	50	0	0	844	67	12	31	33	24	840	14115	12	41	25	23	842
<b>Gifted/talented program</b>																						
Yes	0										2						592	58	39	2	1	864
No	8	1	13	3	38	4	50	0	0	844	78	9	35	31	26	839	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 8  
 SAU: Education in Unorganized Terr  
 School: Edmunds Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	25	0	0	2	100	0	0	0	0	845	14	0	60	20	20	838	9	5	30	23	41	833
B. less than one hour	75	1	17	1	17	4	67	0	0	843	47	6	29	31	34	835	46	10	40	26	25	840
C. one to two hours	0										34	4	36	32	28	839	41	14	42	25	19	843
D. more than two hours	0										5	25	0	75	0	844	5	14	38	23	24	842
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	13	0	0	1	100	0	0	0	0	846	31	9	48	22	22	842	30	17	43	22	18	845
B. They match some of what I have learned.	63	1	20	1	20	3	60	0	0	844	42	3	29	39	29	837	50	10	42	26	22	841
C. They match just a little of what I have learned.	25	0	0	1	50	1	50	0	0	840	22	6	25	31	38	833	17	6	32	29	33	836
D. There is no match.	0										5	0	25	50	25	835	4	3	18	25	54	828
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	25	0	0	1	50	1	50	0	0	843	23	18	47	29	6	846	26	29	46	14	11	851
B. good	50	1	25	1	25	2	50	0	0	846	41	3	30	37	30	836	45	7	46	27	20	841
C. fair	25	0	0	1	50	1	50	0	0	839	31	0	30	30	39	834	23	1	26	34	38	833
D. poor	0										5	0	25	25	50	831	5	1	14	29	57	827
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	38	0	0	1	33	2	67	0	0	838	37	0	37	37	26	836	34	4	35	28	32	836
B. about the same as my regular schoolwork	50	1	25	2	50	1	25	0	0	850	48	3	37	26	34	837	52	10	43	26	21	842
C. easier than my regular schoolwork	13	0	0	0	0	1	100	0	0	834	15	18	18	45	18	841	13	33	40	14	13	852
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	0										47	3	40	26	31	837	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	88	1	14	2	29	4	57	0	0	843	43	6	28	41	25	839	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	13	0	0	1	100	0	0	0	0	844	9	14	29	29	29	837	6	9	27	27	38	835
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	0										5	0	25	0	75	821	9	6	38	27	29	837
B. two or three days a week	0										16	0	25	25	50	830	16	8	38	27	27	839
C. two or three times each month	50	1	25	1	25	2	50	0	0	846	23	12	35	29	24	842	28	12	41	27	21	843
D. never or almost never	50	0	0	2	50	2	50	0	0	841	55	3	38	40	20	839	48	13	40	23	24	842
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	38	1	33	0	0	2	67	0	0	844	36	12	35	35	19	841	38	14	42	23	21	843
B. two or three times a week	50	0	0	3	75	1	25	0	0	845	25	0	39	33	28	836	33	10	41	26	23	841
C. two or three times each month	13	0	0	0	0	1	100	0	0	838	22	0	31	38	31	836	18	10	36	27	27	840
D. never or almost never	0										18	0	31	23	46	831	11	7	34	26	33	836
<b>How do you feel about the following statement?</b> <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	50	1	25	1	25	2	50	0	0	847	42	7	37	37	20	841	54	14	44	23	18	844
B. agree	50	0	0	2	50	2	50	0	0	841	54	3	33	31	33	835	38	8	36	27	28	838
C. disagree	0										1	0	100	0	0	850	6	6	31	28	36	835
D. strongly disagree	0										3	0	0	50	50	830	2	3	23	25	49	831
<b>Optional school/SAU question</b>																						
A.	0										7	0	0	100	0	830						
B.	0										0											
C.	0										64	0	22	44	33	833						
D.	0										29	25	25	0	50	841						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Education in Unorganized Terr  
School: Edmunds Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	1	11	7	11	1879	12
	2006-2007	0	0	11	13	2192	14
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>11</b>	<b>2371</b>	<b>16</b>
	Cum. Total*	1	5	27	12	6442	14
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	5	56	33	51	8604	53
	2006-2007	3	60	50	59	7916	52
	<b>2007-2008</b>	<b>6</b>	<b>75</b>	<b>45</b>	<b>56</b>	<b>7630</b>	<b>51</b>
	Cum. Total*	14	64	128	56	24150	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	2	22	16	25	3618	22
	2006-2007	1	20	15	18	3340	22
	<b>2007-2008</b>	<b>2</b>	<b>25</b>	<b>17</b>	<b>21</b>	<b>3175</b>	<b>21</b>
	Cum. Total*	5	23	48	21	10133	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	1	11	9	14	2174	13
	2006-2007	1	20	9	11	1865	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>11</b>	<b>1731</b>	<b>12</b>
	Cum. Total*	2	9	27	12	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.3	59.3	8.4	60.0	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.8	55.7	7.5	53.6	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.0	57.1	7.5	53.6	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.4	60.0	8.3	59.3	8.5	60.7

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: Education in Unorganized Terr  
 School: Edmunds Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	8	0	0	6	75	2	25	0	0	848	80	11	56	21	11	847	14907	16	51	21	12	847
<b>Ethnicity</b>																						
African American/Black	0										1						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	1										0						131	5	50	22	23	842
Caucasian/White	7	0	0	5	71	2	29	0	0	847	79	11	57	22	10	848	14129	16	52	21	11	848
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										14	0	43	29	29	838	2258	3	29	31	37	836
No	7	0	0	5	71	2	29	0	0	847	66	14	59	20	8	849	12649	18	55	20	7	850
<b>Current LEP</b>																						
Yes	0										0						315	4	29	25	42	834
No	8	0	0	6	75	2	25	0	0	848	80	11	56	21	11	847	14592	16	52	21	11	848
<b>Economically disadvantaged</b>																						
Yes	3										40	5	53	28	15	844	5206	8	45	28	20	842
No	5	0	0	4	80	1	20	0	0	848	40	18	60	15	8	851	9701	20	55	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	29	57	14	0	852
No	8	0	0	6	75	2	25	0	0	848	80	11	56	21	11	847	14900	16	51	21	12	847
<b>Gender</b>																						
Female	3										44	9	61	25	5	848	7196	14	52	23	12	847
Male	5	0	0	4	80	1	20	0	0	848	36	14	50	17	19	846	7711	18	51	20	12	848
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										13	15	69	8	8	852	804	6	38	34	22	841
No	8	0	0	6	75	2	25	0	0	848	67	10	54	24	12	846	14103	16	52	21	11	848
<b>Gifted/talented program</b>																						
Yes	0										2						592	63	35	1	0	865
No	8	0	0	6	75	2	25	0	0	848	78	12	55	22	12	847	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 8  
 SAU: Education in Unorganized Terr  
 School: Edmunds Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	25	0	0	1	50	1	50	0	0	844	14	0	50	40	10	843	9	10	40	26	23	842
B. less than one hour	75	0	0	5	83	1	17	0	0	850	47	9	63	14	14	846	46	14	52	22	12	847
C. one to two hours	0										34	12	44	32	12	847	41	19	53	19	9	849
D. more than two hours	0										5	0	100	0	0	853	5	19	47	21	14	848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	25	0	0	2	100	0	0	0	0	853	41	7	63	27	3	848	29	19	54	19	9	849
B. They match some of what I have learned.	75	0	0	4	67	2	33	0	0	847	46	6	53	21	21	844	49	16	51	22	11	848
C. They match just a little of what I have learned.	0										11	25	50	13	13	850	18	13	51	23	13	846
D. There is no match.	0										3	0	50	50	0	845	5	9	39	29	23	842
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	13	0	0	1	100	0	0	0	0	856	23	12	53	24	12	846	23	28	51	13	8	853
B. good	63	0	0	4	80	1	20	0	0	848	59	9	66	18	7	848	54	15	55	21	9	848
C. fair	25	0	0	1	50	1	50	0	0	844	15	0	27	45	27	839	20	5	45	32	18	842
D. poor	0										3	0	50	0	50	843	3	2	35	34	29	838
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	0										23	18	47	18	18	848	27	15	49	22	14	846
B. about the same as my regular schoolwork	88	0	0	5	71	2	29	0	0	847	65	4	56	27	13	845	59	15	53	22	10	848
C. easier than my regular schoolwork	13	0	0	1	100	0	0	0	0	856	12	11	78	11	0	852	13	21	51	18	10	850
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	25	0	0	2	100	0	0	0	0	857	49	6	61	22	11	846	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	75	0	0	4	67	2	33	0	0	845	49	11	53	22	14	846	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	0										1	0	0	100	0	838	5	12	41	25	22	843
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	63	0	0	4	80	1	20	0	0	847	27	5	53	32	11	846	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	25	0	0	1	50	1	50	0	0	847	25	28	61	11	0	856	24	18	53	20	10	849
C. the course(s) described in B, plus physics	13	0	0	1	100	0	0	0	0	858	11	0	63	25	13	846	22	30	47	14	8	853
D. a life science and physical science class	0										37	0	58	19	23	841	29	8	52	27	14	844
<b>How do you feel about the following statement?</b> <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	38	0	0	2	67	1	33	0	0	851	24	17	61	17	6	850	27	23	51	17	9	851
B. agree	50	0	0	3	75	1	25	0	0	846	59	7	57	20	16	845	54	15	53	21	11	847
C. disagree	13	0	0	1	100	0	0	0	0	850	14	0	50	40	10	844	15	10	50	26	14	845
D. strongly disagree	0										3	0	50	50	0	848	4	7	39	30	24	841
<b>How well does the following statement reflect your future goals?</b> <i>"I am interested in a career related to science, technology, engineering, or mathematics."</i>																						
A. strongly agree	38	0	0	1	33	2	67	0	0	845	26	5	58	26	11	847	25	24	52	15	8	851
B. agree	63	0	0	5	100	0	0	0	0	850	43	13	47	25	16	845	37	15	50	22	12	847
C. disagree	0										23	6	65	18	12	847	26	12	53	23	12	846
D. strongly disagree	0										8	0	83	17	0	850	12	8	48	28	15	844
<b>Optional school/SAU question</b>																						
A.	0										7	0	100	0	0	852						
B.	0										0											
C.	0										64	0	44	44	11	843						
D.	0										29	0	50	25	25	843						

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number